



# **A Guide to Maine's Personalized Alternate Assessment Portfolio (PAAP) Performance Indicator Rubrics**

## **The MEA PAAP**

Students may participate in the State's Maine Educational Assessment (MEA) through any of three avenues (standard administration, accommodations, or alternate). A team must make the decision as to which avenue(s) is appropriate for an individual student. The avenue of participation may differ from Content Area to Content Area (i.e., student may use accommodations for Mathematics and Science and Technology, but participate in Reading and Writing through alternate assessment). A list of approved MEA accommodations is provided in the *Policies and Procedures for Accommodations and Alternate Assessment to the MEA* which are contained in the 2004-05 PAAP Manual. Accommodations are designed to provide access to the assessment for students without changing the content of what is being measured.

The PAAP Rubrics are designed for planning and implementation of the State's alternate assessment to the MEA, the PAAP. The PAAP has been designed to allow participation in the MEA for those students who require accommodations so significant that they would compromise the validity of the assessment (i.e., student would need accommodations that are not listed in *Policies and Procedures for Accommodation and Alternate Assessment to the MEA*). The PAAP, like the MEA, will provide a snapshot in time of the individual student's performance. A broader picture will emerge as the student results on the MEA PAAP are looked at along with results on Local Assessments. The population appropriate for inclusion in this alternate avenue to assessment may include students with Individual Education Plans (IEPs) who have significant disabilities, Limited English Proficiency (LEP), or 504 plans to access curriculum, instruction, and assessment based on Maine's *Learning Results*.

## **PAAP Performance Indicator Rubrics**

### **Rubric Levels**

The PAAP Rubrics provide a common basis for the planning and assessment of standards-related instruction and assessment in a system that allows students to work on the Content Standards, Performance Indicators, and tasks best suited to their individual needs. All PAAP Tasks must be aligned with the PAAP Rubrics for the Content Standards and Rubric Level on which the student is working. Rubric Level 1 is based on the Maine *Learning Results* Performance Indicators for Pre-K-2; Rubric Level 2, grades 3-4; Rubric Level 3, grades 5-8; and, Rubric Level 4, grades 9-12. The first two Rubric Levels include developmentally backed down Performance Level descriptors written to ensure access to instruction and assessment for all students.



The other two Rubric Levels (3 & 4) are more holistic, since they correspond to grade levels being assessed on the MEA.

Student work included in a PAAP aligned to Rubric Levels 2, 3, or 4, must be done using materials designed for students at or near the grade span on which the Rubric Level is based (ex., In order to score at Rubric Level 2, a student must be using material formatted for grades 2-4). The format levels for materials are described in the PAAP Rubrics *Developmental Characteristics of Reading* and *Developmental Characteristics of Writing* on pages 13 and 14 of the PAAP ELA Rubrics.

## Format of the PAAP Rubrics

The MEA PAAP Rubrics are formatted by Content Area, Content Standard, and Rubric Level. There are three Content Area Sections, each color coded: 1) English Language Arts (pink); 2) Mathematics (blue); and 3) Science and Technology (green). At the top of each page, the reader will find a header with the Content Area; Content Standard letter and title (as written in Maine's *Learning Results*); and the Rubric Level. The *Learning Results* student expectations for that Content Standard are written in italics below the Content Standard.

The header of each page is followed by a five column table. The fifth column, in bold print consists of the *Learning Results* Performance Indicators for the Content Standard as written for the grade span on which the Rubric Level is based. For Rubric Levels 1 and 2, each Performance Indicator is backed down developmentally as one reads the columns from right to left. The descriptors for each Performance Level provide measurable descriptors for specific Performance Indicators. The developmental Performance Levels range from Performance Level 4, identifying the knowledge and skills that are needed to meet the standards for that Rubric Level; to Performance Level 1, the access point for each Performance Indicator at that Rubric Level.

Teachers are instructed to plan instruction aligned to the PAAP Performance Level descriptor for each Content Standard and Performance Indicator selected as appropriate for inclusion in a student's instructional program (ex., IEP); design or use assessment tasks aligned to that Performance Level descriptor while also, within the task, providing the opportunity for the student to demonstrate a higher Performance Level; collect the resulting work; and submit the collection with accompanying PAAP forms for scoring. The PAAP Rubrics can be found online at [www.mecas.org/paap/rubrics](http://www.mecas.org/paap/rubrics).

***\*All of the Rubrics used for the MEA PAAP may also be used for Local Alternate Assessment. The Local Assessment System includes three additional English Language Arts Content Standards in English Language Arts, and all of the Content Standards for Social Studies and Health and Physical Education. Rubrics for those Content Standards are available in the Local Assessment Section of the PAAP Web Page at [www.mecas.org/paap/localpaap](http://www.mecas.org/paap/localpaap). You may get further information on Local Alternate Assessment requirements in the Local Assessment System Embedded Guide for Accommodations and Alternate Assessment through the same URL.***

